DOCUMENT RESUME

ED 313 337 SP 031 645

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TITLE S-T-R-E-T-C-H Those Precious Staff Development Dollars.
PUB DATE Nov 88
NOTE 16p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (13th, New Orleans, LA, November 18-22, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Inservice Teacher Education; Program Attitudes; *Program Effectiveness; *Staff Development; *Teacher Morale; *Training Methods; Workshops
IDENTIFIERS West Virginia (Raleigh County)

ABSTRACT

This paper describes a successful, low-budget 2-day training session designed to prepare trainers for the presentation of a quality inservice program. A presentation on "training of trainers" was videotaped for use on the first of the two training days. The second training day was devoted to working with principals and administrative staff. The goal of the workshop was to train a trainer for every school staff in the county. One focus of the workshop was developing self-esteem in the trainers, since teacher morale was low, reflecting the depressed economy of the West Virginia county. At the end of the workshop each participant received an outline-script to use, the video, and all of the necessary handouts. An evaluation of the workshop is offered along with a brief discussion of the expenses incurred. (JD)

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S-T-R-E-T-C-H THOSE PRECIOUS STAFF DEVELOPMENT DOLLARS

by

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Raleigh County, WV Schools

Presented at the Thirteenth Annual National Conference
of
The National Council of States on Inservice Education
New Orleans, Louisiana
November 18 - 22, 1988

SP 031 648

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Staff Development Coordinator, Raleigh County West Virginia

It is the goal of every Staff Developer to design an inservice program that gets the participants excited and talking -- excited at its conclusion to the point of highly evaluating the activity and talking about the program and using its concepts months later. It is generally accepted by Staff Developers that such a program most likely includes a nationally, or possibly internationally, renowned presenter costing several thousand dollars for a large group presentation with little or no participant involvement. Such programs using small group presentations with participant involvement would do irreparable damage to typically meager Staff Development budgets. But, Raleigh County, West Virginia refused to accept these "givens" and designed a program that received near-perfect evaluations and left teachers asking for more of these activities to incorporate into their teaching more than two months after the program.

It is no secret that in recent years, the State of West Virginia has received more than its share of negative criticism. One of my colleagues described it this way: "If we listen to the news media, West Virginia ranks at the bottom of every positive poll and at the top of every

negative poll. But," she continued, "that's only true if you let yourself believe it." There are many of us in West Virginia who choose not to believe it.

The past decade has taken its toll on the State of West Virginia. The technological changes in the coal industry -- at one time, West Virginia's primary resource -- have given witness to increased production with a streamlined work force. The resulting emigration to neighboring states in pursuit of work and the increased incidence of poverty have taken their toll on those of us who have chosen to remain in West Virginia. Those of us faced with the task of educating our young must first meet the challenge of overcoming the low self-esteem of our citizenry. We must first build and reinforce the self-esteem of our teaching force as well as that of our student population.

The State of West Virginia has a mandatory Staff Development program requiring eighteen hours of training for all teaching personnel. The State Code additionally requires specific training for all school personnel in multicultural education and defines this as the pluralistic nature of society. Raleigh County's Staff Development Council has, since my appointment five years ago, attempted to creatively use this term "pluralistic nature of society" so that we could address needs unique to our county. This low teacher morale was facing us head on and unless we could address this issue, we knew any other training would be useless.

Raleigh County's Staff Development Council heard a

presentation from Evelyn Rice, a national consultant who is a native of Raleigh County. Many of us on the Council had been her former teachers and were astonished at the turn-about she had made in life simply by practicing and believing in what she now taught. Her message was simple -- effective communication, if it is sincere, enhances productivity as it builds self-esteem. This program would address the low morale and meet the multicultural requirement as well.

After her presentation, the Council was sure we wanted to use her, but we were faced with what seemed an insurmountable task -- being able to contract with her to work with our teachers. Her program format, by nature, limited the number of participants she could train; her fee was $1,000 a day. The county's budget had just suffered a million-dollar cut (by conservative estimates) and Staff Development money had been totally eliminated. The County's Federal program director, once aware of this dilemma, asked me how much money I could use. I told him I would be in heaven if I could have $2,500. He told me to write a proposal (or more, if necessary) for Chapter 2 monies and outline what the Council wanted to accomplish. The grant awards were to be made within a month's time.

In the meantime, I contacted the consultant. Could we do something with two days of training? Could we do a "training of trainers" and adequately prepare these persons to present a quality program. The consultant thought we could do it. She began to modify her presentation to use as

a "training of trainers." This would occur on one of the two training days. The second training day would be devoted to working with principals and administrative staff.

Within three weeks, the Council had received approval of the grant from the Chapter 2 advisory board. We sought a volunteer trainer from each elementary school and two from each secondary school. This decision was based on the staff sizes at elementary and secondary schools in the county. Some building trainers had to be recruited. We reached our goal -- a trainer for every school staff in the county.

Then our work began. We had to modify the materials to fit a school setting as opposed to a business setting, which had been the target group for Rice and Associates. One task was to develop a training video. The need for this was twofold -- first, the original tape was business-oriented; second, the tape was copyrighted and the expense to duplicate or even use would be astronomical. I recruited four county teachers and eight high school drama students. We viewed Rice and Associates' business tape which included scenarios of ways a person's self-esteem is eroded on the job. Then we created school-based scenarios. Mrs. Rice contacted the video productions department of the National Mine, Health and Safety Academy located in Beckley. The result was a professional quality training video, approximately seven minutes in length. This video was then duplicated for use by each building level trainer.

During the training of trainers, Mrs. Rice began by

conducting her workshop as she would for any group. She explained to the trainers that this is what she was doing and asked them to pay close attention, as they would use the same format in their presentations. At the conclusion of the actual workshop, Mrs. Rice distributed an outline-script for each trainer to use. She went back through each activity, pointing out things to do, things to avoid, and things to anticipate. Armed with the training, the video, the script, and all the necessary handouts, the trainers went home for the conclusion of their summer vacations to await the eventful day. Some were anxious. Some were excited. All were nervous. This was evident in the evaluations of the training session. One evaluation question states, "Did the session satisfy your concerns regarding this topic?" This question received the lowest rating of the three questions, a 4.6 on a scale of 5. The entire evaluation results are attached.

One may wonder how this activity compared to a similar activity conducted by a nationally renowned speaker. During the 1985-86 school term, Raleigh County contracted with a national speaker for two days of inservice. This presenter was to make an opening day presentation as the keynote speaker, then follow up during the next day and a half with more detailed activities in smaller groups. The smaller groups numbered three to four hundred compared to the approximately 1,500 of the larger keynote address audience. The presenter provided no hand-outs and no visual aids. The

entire presentation was lecture format. Although the evaluation instrument used for this session contained ten questions and the instrument now in use has been streamlined to three questions, the tone of the instrument had remained basically intact. On a scale of 5, the highest rating of the ten questions was a 2.612 for organization and presentation of subject matter; the lowest rating was a 1.394 for value of handouts and reading materials. By comparison, a county-conducted workshop held that same year had a low rating of 3.695 and a high rating of 4.227. The organization question received a 3.912 rating and the handouts question received a 3.868 rating.

In contrast, the results of the self-esteem activity were astounding. Building principals called to express their pleasure with the high quality of the presentation. Teachers all over the county were talking about and trying the techniques taught in the session. The overall evaluation results as recorded for 1,005 participants were 4.9 on a scale of 5 for all three questions (contained in Appendix).

The evaluation instrument allows space for comments which are optional. In light of this fact, 274 comments were made; fifty-four of these comments contained the word "great"; forty-one comments contained the word "excellent"; thirty-six comments contained the words "very good"; and eight contained the word "fun". Only three comments contained negative tones in them, including boring, we've taught this before, and didn't learn anything. (The three

exact quotes are contained in the appendix.

Some comments reflected the personalization done by the presenters in delivering the program. Some of the comments received included:

-- Fun! Fun! Fun! ... Thanks.

-- One of best inservice sessions I've ever attended.

-- You were great! (P.S.) I liked the part you said about if children want to come to school, it makes a difference.

-- Great job! I learned more about "me" today. Thanks!!!

-- Nicest Staff Development session I've been in! Thanks.

-- Presenter held my interest with her personalized comments and her humor.

-- Great job! The singing part was the best!

-- Instructor put a lot of self into the presentation and made it interesting and informative.

(NOTE: These are unedited comments taken from the County's evaluation form. These are just a sampling of the comments taken from across the County's forty-plus school sites.)

The teaching staff of Raleigh County has stated its preference for Staff Development format, but one question remains unanswered. How did the nationally renowned presenter's costs compare to the self-esteem costs? The renowned speaker had consultant fees of $900 and expenses of $877.46 for a total cost to Raleigh County of $1,777.46, in

1985 dollars. Rice and Associates had consultant fees for the trainers of $1,000 and the purchase of VCR tapes ran $169.65 for a total cost of $1,169.65. The 1988 workshop was conducted entirely with Chapter 2 monies as well.

Will Raleigh County attempt such a format next year? The answer is an unqualified YES! In fact, I have already begun talking with Rice and Associates about other appropriate training sessions to use.

APPENDIX

VITA

Emily C. Meadows
53 Matherly Drive
Daniels, WV 25832

EDUCATION

May, 1988	West Virginia University Ed.D., Educational Administration, Minor in Industrial Relations
August, 1978	West Virginia College of Graduate Studies M.A., Educational Administration
May, 1976	Concord College B.S. in Education, Mathematics 7-12 B.S., Mathematics

WORK EXPERIENCE

October 20, 1987 - Present	Director of Staff Development, Raleigh County Schools, Beckley, WV.
July 16, 1986 - October 19, 1987	Director of Staff Development and Community Education, Raleigh County Schools, Beckley, WV. Leave of Absence.
Sept. 1983 - July 15,1986	Director of Staff Development and Community Education, Raleigh County Schools, Beckley, WV.
August 1980 - Sept. 1983	Mathematics Teacher, Shady Spring Junior High School, Beaver, WV.
August 1976 - August 1980	Mathematics Teacher and Girls' Athletics, Sophia Junior High School, Sophia, WV.
June 1983 - August 1983 and August 1979 - May 1981	Part-time Mathematics Instructor, Beckley College, Beckley, WV.
Summer, 1977 and Summer, 1978	Liaison for Office of Admissions, Concord College, Athens, WV.

RALEIGH COUNTY, WEST VIRGINIA

DEMOGRAPHICS

POPULATION

WEST VIRGINIA	1,949,644
RALEIGH COUNTY	86,821

(THIS INFORMATION IS FROM THE 1980 CENSUS.)

	1980	1986
NONINSTITUTIONALIZED, 16 AND OVER		
WEST VIRGINIA	1,445,200	1,479,100
RALEIGH COUNTY	62,910	63,670

(THIS INFORMAITON IS FROM AFFIRMATIVE ACTION INFORMATION, 1986.)

	ECONOMIC ANALYSIS	ECONOMIC ASSISTANCE
UNEMPLOYMENT RATE SEPTEMBER, 1988		
UNITED STATES	5.2	5.2
WEST VIRGINIA	5.9	8.5
RALEIGH COUNTY	7.6	10.9

(THIS INFORMATION IS FROM WV LABOR FORCE STATISTICS PREPARED BY THE WV DEPT. OF EMPLOYMENT SECURITY, LABOR AND ECONOMIC RESEARCH SECTION.)

RALEIGH COUNTY SCHOOLS

DEMOGRAPHIC INFORMATION

	ELEMENTARY	MIDDLE/ JUNIOR	SENIOR	OTHER	TOTAL
STUDENTS	7,825	3,942	3,319	844	15,930
TEACHERS	487	250	244	55	1,036
TEACHER AIDES	85	1	2	5	93
SCHOOLS	31	8	6	2	47

§ 18-5-15a. Study of multicultural education for school personnel.

County boards of education shall annually provide a program, during at least one noninstructional day of the school term, for the study of multicultural education for all school personnel as defined in subsection (a), section one [§ 18A-1-1(a)], article one, chapter eighteen-A of this Code. The study provided shall be in compliance with regulations to be developed by the state board of education.

As used in this section, multicultural education means the study of the pluralistic nature of American society, including its values, institutions, organizations, groups, status positions and social roles. (1981, c. 82.)

Stated in Bailey v. Truby, 321 S.E.2d 302 (W. Va. 1984).

RALEIGH COUNTY SCHOOLS
STAFF DEVELOPMENT PROGRAM
WORKSHOP EVALUATION

RATING: 5=SUPERIOR 4=EXCELLENT 3=AVERAGE 2=FAIR 1=POOR

WORKSHOP NO.	DESCRIPTION	QUESTION #1	QUESTION #2	QUESTION #3	NO --ALL
001	SELF-ESTEEM BY TRAINERS	4.9	4.9	4.9	1,005
002	SPECIAL [redacted] TRAINER	4.7	4.7	4.7	992
003	PROTECT OUR CHILDREN	4.4	4.2	4.4	430
004	NUTRI [redacted]	3.4	2.9	3.2	166
005	HERE'S LOOKING AT YOU 2000	4.0	3.7	3.9	233
006	SP. ED. - TRAINERS	4.7	4.5	4.6	45
007	DIABETES/EPILEPSY	4.0	3.8	4.0	353
008	POSITIVE CLASSROOM PRACTICES	4.4	4.3	4.3	311
009	SELF-ESTEEM -- TRAINERS	4.8	4.8	4.8	56
010	READING - A BRAIN PROCESS	4.6	4.6	4.6	50
011	ECIA UPDATE	4.8	4.7	4.7	49
012	BOTH SIDES OF BRAIN	4.9	4.9	4.9	51
013	DEV. READING TECHNIQUES	4.7	4.8	4.8	31
014	DEV. READING MAKE/TAKE	3.9	4.2	3.9	30
015	WRITE TO READ - REVIEW	4.6	4.6	4.5	58
016	WRITE TO READ - NEW	4.9	4.8	4.8	18
017	ART MAKE AND TAKE	4.7	4.7	4.7	13
030	FOR. LANG. CULTURE UNIT	4.9	4.8	4.7	10
031	PROJECT WILD	4.5	4.4	4.5	48
032	SP. ED. REGULATIONS	4.9	4.9	4.9	12
033	DRIVER EDUCATION TEACHER	4.8	4.8	4.8	9
034	PRINCIPAL TRAINING CBI				60
035	PRINCIPAL TRAINING AEP				60
036	PRINCIPAL TRAINING NLP	4.6	4.8	4.4	62
037	MELODY HOUSE MUSIC	3.2	3.4	3.4	33
040	AUGMENTATIVE COMMUNICATION	4.1	3.9	4.3	16
041	PHONOLOGICAL PROCESSES	4.6	4.3	4.3	14
042	SP ED UPDATE -- SP/LANG	4.4	4.2	4.3	15
050	HYPERACTIVITY	4.8	4.8	4.8	25
055	CSPD - COUNSELORS	5.0	4.9	4.7	16
056	CSPD -- PRINCIPALS	4.8	4.7	4.5	43
057	CHANGING COUNSELOR	5.0	5.0	5.0	1
058	BRIEF COUNSELING	4.0	5.0	5.0	1
060	COUNSELOR UPDATE	4.6	4.6	4.6	22
099	ASSISTED WITH PRESENTATIONS				17
401	ASBESTOS TRAINING				143
500	MULTICULTURAL - SCR. REV.	3.2	3.1	3.2	470
631	LPN TRAINING	4.8	5.0	4.3	4
671	SPED INTERVENTION -- MEMS				13
711	PEDIATRIC CPR --CRAN-PROS	5.0	5.0	5.0	6
741	TEACHER ACADEMY OVERVIEW-HOLLYWOOD	5.0	4.7	4.8	12
850	GRADUATE CLASS	4.9	4.8	4.8	56
870	CONFERENCE	4.7	4.6	4.5	14
880	WORKSHOP	4.7	4.9	4.9	12